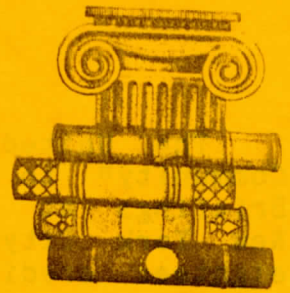




# COLLOQUIA



SCHOOL OF ARTS & SCIENCES

Volume 1, Number 2

October 15, 1984

Edited by Margaret Canavan and Barbara McManus

## United Nations Honors Semester

For the past month I have been living two professional lives. You have seen me on campus on Tuesdays and Thursdays, when I teach a section of Western Cultural Heritage and a course on Euripides in Greek. The rest of the week I am liable to be in Brooklyn somewhere, or in Manhattan at the UN or the Forty-second Street Library, where I'm known as the Director of the third United Nations Honors Semester, which is being co-sponsored by the National Collegiate Honors Council and Long Island University, Brooklyn Center. When I reluctantly accepted this assignment from the Honors Semester Committee of NCHC in May of 1983, I assumed that my greatest difficulty would be to make the switch on a daily basis from faculty member to administrator. As it turns out, the challenge that most unnerves me as I contemplate the remainder of the semester after a month of academic schizophrenia is the stretch of the Brooklyn-Queens Expressway (fondly known by frequenters as the BQE) between Queens Boulevard and Meeker Avenue. I have great admiration for those of you who travel that road on a regular basis.

The NCHC's Honors Semesters Committee was formed in 1976 expressly for the purpose of developing an experience-based, living/learning, theme-focused, integrative semester in Washington, D.C., for selected honors students from institutions across the nation in celebration of our country's bicentennial anniversary. CNR sent an honors student, Jill Griffin '78, then a sophomore (now a practicing lawyer), to participate in the Washington Bicentennial Semester. Since then, NCHC has sponsored three United Nations Semesters, an Appalachian Studies Semester (CNR honors student Mary Beth Bond '79 attended that one), a Maine Summer Semester, a Grand Canyon Semester (CNR honors student Katie Carr '78 attended), a Puerto Rican Studies Semester, and a Washington Election Semester (CNR honors student Linda Deutz '81 attended). As a member of the Honors Semesters Committee for the past six years, I have been fortunate to serve several Semesters in a variety of capacities: as a member of a site-selection team, as an evaluator of three Semesters, as a member of two admissions committees. Each of these tasks has given me a better understanding and a deepened appreciation of the nature of the educational experience the Honors Semester offers students.



The United Nations Semester is subtitled "From Urban to Global Community" to indicate the theme we have chosen for the locale. Briefings at the UN and by Non-Governmental Organizations (NGO's) and New York City agencies supplement the curriculum. The students earn eighteen credits for the six seminars: "Comparative Democratic Theory and Practices," "The City as Text," "International Organizations: Fieldwork," and "Independent Study Project" are all required; students may choose either "International Issues in Politics" or "International Issues in Economics," and "Urban Communities" or "Contemporary Urban Cultures." There are three faculty from LIU, one from Fordham, one from Rutgers, and two from CNR (Mark Maier and myself); the Resident Director, who is a graduate student and a veteran of UNS II, also serves as fieldwork instructor. The faculty began meeting in July of 1983 to plan the program, the peculiar schedule (the Honors Semesters are divided into two modules, with a ten-day opening orientation session and an inter-module break), the activities, the integration of seminars, and the focal issues of the theme. In June, 1984, we were fortunate to be able to participate in a funded CAEL/NCHC workshop which enabled the faculty to discuss UN Semester, seminar, and assignment objectives together with Arthur Chickering (Director of the Center for the Study of Higher Education at Memphis State University); Madeleine Holzer (Coordinator of the Field Study Program at Cornell University), and Pamela Tate (Associate Director of CLEO).

As Director of the Semester, I am responsible for the program, the budget, the faculty, and communication with the Honors Semesters Committee; I share my responsibility for the students and the dorm situation with the full-time Resident Director, who lives in the dorm with the students, who inhabit the fifth floor of the LIU dorm and share a kitchen. There are 38 honors students, between the ages of 18 and 22, from all over the country: Maine, Puerto Rico, California, Oregon, Georgia, and all points between. These were selected from a pool of 64 applicants. Their areas of concentration range from International Studies, to Distributed Studies in Humanities, to Pre-Law, to Hydrology. It has been exciting to watch them grow from a state of paralyzed culture shock when they landed on the corner of DeKalb and Flatbush Avenues, to sophisticated urban dwellers extolling the virtues of TKTS in Brooklyn and the Forty-second Street Library's exhibit on "Censorship." As Director, I also serve as the first reader of their Independent Study papers; I am also the "facilitator" for the Independent Study Project (a euphemism for pushing them to focus the topic, to consult resource persons, to choose a second reader with expertise in the topic, and for tutoring them in paper-writing techniques).

This past month has offered me some wonderful experiences and introduced me to some special people whom I might not otherwise have met--at LIU, at the UN, at the New York Society for the Deaf (we have one deaf student). CNR has been more involved in this semester than I have thus far indicated: Sr. Dorothy Ann, Steve Sweeny, and Marilyn Massey have been encouraging and supportive; Margaret Bedard has addressed the students on NGO's and their role in the UN; Kathleen Cravero '76, who has earned a doctorate in International Studies, gave the students a briefing at the UN on UNICEF and its major programs



(both she and Margaret Bedard have agreed to student requests that they serve as second readers); Kathie Henderson and her husband, Tracy, arranged for the students to attend a Bargemusic Concert and talk to the musicians afterward; Kristen Wenzel did a Myers-Briggs workshop with the students during orientation; and we are in touch with two alumnae who work with the UN and might be willing to serve as resource persons.

To close this "in-progress" report on the UN Semester, I must say that this experience, undertaken so timidly, has had rich spillover value for my teaching and for my professional development; it has broadened my interests in education and made me more venturesome and willing to experiment in my classroom. I am learning a great deal about the UN and contemporary politics. After twenty years in the profession, I am learning more about teaching than I ever suspected I could, from faculty and students alike. I like the feeling.

Ann Raia

### Integrating Scientific and Humanistic Perspectives



For those of you who were unable to attend one of our informal discussions of the science/humanities grant proposal (Oct. 2 and 12), we are including in this issue of Colloquia portions of the current draft of the proposal which describe the project and its goals:

Description: The School of Arts and Sciences of the College of New Rochelle seeks funding to complete the planning and begin the teaching of a series of interdisciplinary courses for undergraduate students which examine the complex relationships between science and mathematics on the one hand, and the humanities and social sciences on the other. Each course in the series will be developed by a team of two faculty members--a scientist and a humanist or social scientist--working with the project directors,

Katherine Henderson and Thomas Venanzi. The courses will be designed and introduced into the curriculum of the School over the three-year period of the grant. The program will include both introductory-level and advanced courses; each course will be taught twice during the period of the grant by the team which developed it. At the conclusion of the three years, an extensive evaluation will determine the feasibility of the course's remaining in the curriculum taught by either member of the original team.

Philosophy: One of the seven recommendations of the National Commission on the Humanities sponsored by the Rockefeller Foundation was that "the humanities, sciences, and technology need to be substantially connected." Faculty at the College of New Rochelle share the concern of educators, scientists, and humanists lest our curricula become polarized into the "two cultures" of science and humanities. While such a polarization is not innate within these branches of knowledge, it is often fostered by the felt urgency of



each department to cover large amounts of highly specialized material. We can avoid a divorce between science and humane values only by educating humanists to some understanding of the nature and methodology of scientific discovery and scientists to a parallel understanding of the categories of moral, ethical, and aesthetic values. Major steps toward this goal can be achieved by bringing a scientist and a humanist or social scientist together with students in the same classroom to study particular topics from the combined perspectives and methods of their own disciplines.

#### Goals:

I. To educate students in the School of Arts and Sciences to interpret and assess questions of values and ethics which arise from the complex, organic relationships between science and mathematics on the one hand, and the humanities and social sciences on the other

A. To analyze both the value assumptions of science and technology and their role in shaping social and personal values; to demonstrate the accelerating importance of science and technology in daily life and the consequent urgent necessity of social and individual choices based on responsible value systems

B. To examine in depth interdisciplinary value-laden problems which confront individuals and societies (e.g., global hunger; the allocation of medical resources; genetic engineering); to anticipate and reflect upon future solutions to problems of emerging science and technologies

C. To compare the role of individual genius and imagination in scientific discovery and in the creations of art, literature, and philosophy

II. To attract more women to scientific professions; to enable our students to discover the past, present, and probable future impact of science and technology on their lives as women; to promote an attitude of objective intellectual inquiry toward the nature/nurture question and its relationship to the social roles of women

A. To attract more women to scientific professions by building competence and confidence, showing the interdependence of science and humane values, and presenting the lives and work of women scientists such as Rosalind Yalow and Barbara McClintock

B. To explore the intricate relationship between gender and culture, including the questions of the genetic basis of social behavior, biological determinism, the psychosexual development of women, and women's right (or lack of right) to control their own reproductive functions

C. To examine the role of science and technology in women's history and women's future roles in society and the family

III. To serve as a model of faculty development

A. To promote collegiality and mutual respect among faculty from different disciplines

B. To foster intellectual growth within the faculty of the School

C. To strengthen teaching performance through faculty dialogue and the sharing of pedagogical ideas and techniques



Please let us know if you would like a copy of the complete draft proposal; we are especially eager to hear from those who would like to participate in the project or who have suggestions for improving the proposal.

Katherine Henderson and Thomas Venanzi

### Western Cultural Heritage

"The Western Cultural Heritage" is now in its third year as a required course. It is hoped that one of the results of the course as a requirement will be to provide a common body of knowledge which will encourage intellectual exchange among students and which also will give teachers in all disciplines a basic foundation which can be built on or at least used as a referent. The faculty teaching in "West Cult" thought it would be valuable, therefore, to bring you up to date on the content of the syllabus.

As you will remember, the purpose of the course is to introduce students to significant topics in the western cultural heritage within a chronological framework. The committee which originally designed the syllabus found itself confronted with very difficult choices, and as anguished cries of "But we can't leave out \_\_\_\_\_" resounded, tried to arrive at twenty-six units which would accomplish that task in a reasonably balanced way. None of us was completely satisfied with the result, and in fact the course is reconsidered each year and each year has been somewhat amended.

The pattern of instruction involves a general lecture (Tuesday at 4:00 p.m. in Library Lecture) given by a specialist, together with study groups meeting with individual instructors for two fifty-minute periods, discussing the lectures and assigned readings. The readings come from a specially prepared text of primary sources and also from a published text, The Western Experience, by Mortimer Chambers et al.

The following topics are covered this semester:

Genesis (9/11, McMahon)

Classical Greece--Tragedy (9/18, McManus)

Classical Greece--Origins of Philosophy (9/23, Widulski)

Classical Greece--Plato and Aristotle (10/2, Widulski)

Ancient Rome--Cicero and the State (10/9, Raia)

Ancient Rome--Augustus and the Empire (10/16, Raia)

Early Christianity (10/23, Ryan)

The Middle Ages--Society (10/30, Bunting)

The Middle Ages--Chaucer (11/6, Carson)

The Middle Ages--Dante (11/13, McMahon)

Renaissance Art (11/27, Terhune)

Renaissance Discovery (12/4, Schleifer)

Renaissance Science--Galileo (12/11, Venanzi)

You are invited to attend any of these lectures and to consult the primary source text and The Western Experience which are available behind the main desk in the library. We welcome any questions you may have as well as suggestions for strengthening the course.

Betty Brophy



## Women in Nationalist Causes



I'd like to share with you my sabbatical plans for this spring and thought Colloquia might be a good place to do it. If you have any reactions to or suggestions for the project, I would love to hear from you.

The project to be undertaken, which necessitates travelling to Ireland, is an assessment of the role played by Irish women in the Irish nationalist movement in the period between 1916 and the termination of the Civil War in 1923. My research will center primarily on two women, Mary MacSwiney and Molly Childers. Mary MacSwiney was one of the six women deputies in the Dail (Irish Parliament) and the

sister of Terence MacSwiney, the Lord Mayor of Cork who died while on a hunger strike. Molly Childers was the wife of Erskine Childers, who served as secretary to the Irish delegation which negotiated the agreement with Great Britain that was called the Government of Ireland Act. Nevertheless, Childers repudiated this agreement upon his return to Ireland in 1921 and voted against it when it was brought for a vote before the Dail. He would later be gunned down during the course of the Irish Civil War. Childers had also been engaged in the gun-running episode prior to the 1916 uprising, and it is known that his wife served as a member of his committee which planned the operation. It is interesting to note that Molly Childers (Mary Alden) was born in the United States in Massachusetts.

The question is raised as to what influence these women, as well as the other women whose husbands or brothers were executed as a result of the 1916 uprising, had on Eamon de Valera. De Valera had originally pledged to abide by the will of the Irish people with regard to the government of Ireland; however, he rejected the Treaty and walked out of the Dail when it ratified the agreement that had been negotiated. It is of special significance, I believe, that while 56 percent of the male members of the Dail voted to accept the Treaty, all six women members rejected it. There are suggestions that the pressure of these women, along with women outside the Dail, influenced de Valera in his rejection of the Treaty. Furthermore, there is some indication that these same women may have obstructed his overtures aimed at ending the Civil War in February of 1923.

University College, Dublin, and Trinity College, Dublin, are the only two places which hold the papers of Mary MacSwiney and Molly Childers. Irish historians are just beginning to examine the part played by women in Irish society and Irish politics from the late nineteenth century on, and there is thus much work to be done. In the period following 1916, little attention has been paid to the women associated with the Irish Volunteers, who became members of the Dail and whose activity led to their imprisonment during this period. I believe this study would therefore make a significant contribution not only to Irish studies, but to women's history as well.

My approach to the study would involve the following research: 1) a biographical study of the two women to determine at what point they



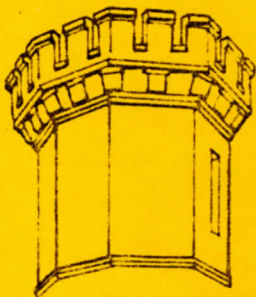
became actively involved in the nationalist movement; 2) an examination of the papers of the two women to determine the reasons (apart from personal ones) for the militant and intransigent stand they took; 3) a search for evidence which would shed light on the degree of their influence on Eamon de Valera; 4) an examination of the role they played during the Irish Civil War and their activity following cessation of hostilities.

A pattern that surfaces continually in women's studies in regard to the role of women in political life is that the active part women play in revolutionary movements seems to subside once the revolutionary goals have been accomplished. This can be noted in the case of the French revolutions of 1789 and 1848, as well as in the Russian revolution of 1917.

I believe that Ireland presents a special case in this regard, which may stem from two factors: 1) the peculiar role of the Roman Catholic Church in Irish political life, and 2) the gradual separation of Eamon de Valera from radical groups, including the IRA, with which these women were involved in the early period when it was known as the Irish Volunteers. It also may well be the case that Irish women, because of their personal links to the men of 1916, remained rooted in radical republican ideals and thus became separated from the on-going political realities of Irish life in the early days of the Free State. Furthermore, the political realism of de Valera may have caused him to view these women as an intransigent minority which would be a hindrance to his efforts to bring stability and eventually complete independence to Ireland.

This study, therefore, although focusing on a narrow period, has, I believe, broad implications for the women's question and can throw additional light on reasons why women have been slow to assume their rightful place in the political life of their respective countries.

Anne Bunting, osu



EX REGIA

At the faculty meeting I promised to make some specific proposals about our future which I saw flowing from our discussions. In the meantime Sonya Abbye gave me her ideas about our identity and future directions. She has articulated a great deal of what I wanted to say, and so I have asked her permission to print her comments here. Ms. Abbye prefaces her remarks by naming herself as a relatively new, relatively young, single woman faculty member, and she says that her vision of the college is shaped by her particular perspective. I



share her vision. I am also relatively new to CNR, but in contrast to Ms. Abbye, I am a relatively seasoned, married woman faculty member. I look forward to talking about this vision and the concrete proposals that can flow from it on Wednesday, October 17, at 4:30 p.m. in Brescia Living Room.

Marilyn Massey



As a faculty, we have discussed the topic of declining enrollment in the School of Arts and Sciences. Our positions on the subject are as diverse as are our backgrounds, our particular situations, and our experiences at CNR. The questions have been asked: What is our "niche"? Who are we? Who are the students we want to attract and how do we attract them? My responses to these formidable queries are from the perspective of a relatively new, relatively young, single woman faculty member. My vision of the college is surely shaped by this perspective.

I feel that the College of New Rochelle is first and foremost a women's college. Founded by Ursuline nuns, women of a teaching order, CNR is devoted to providing educational opportunities for women. What an exciting time to be a women's college! This is a period in United States' history when women's talents and abilities are being recognized in unprecedented numbers in areas until recently considered masculine domain. However, if such recognition of women is taken as ultimate success, and this notion breeds complacency, much of what has been accomplished thus far could be jeopardized, and continued progress would be stymied. Maintaining the momentum by stimulating awareness of women's history, women's issues, and women's value to society is a critical role of this college.

We are also a small college. Faculty at CNR know their students more intimately than colleagues from larger institutions can possibly know their students. In the course of a semester, we regularly address both academic and personal needs of students. How wonderful for students to be recognized by their names and faces, rather than by their I.D. number! Our small size also allows for smaller classes, which helps to increase student participation, enables courses and programs to be more individualized, and allows students to test their strengths in a variety of areas.

CNR is also a liberal arts college, offering a broadly based education which develops a "springboard" for learning. The liberal arts experience is personally enriching and provides data/input for idea formation, reasoning, and decision making.

There is more! We are a small, women's, liberal arts college which offers significant opportunity for career preparation. Having



studied various subject areas, students, young women, can better choose areas for greater concentration and focus. Many of our programs inspire career choices while others support and develop the chosen areas: business, communication arts, art, art therapy, education, special education, social work, to name a few. We are therefore a small, women's, liberal arts college (I am employing redundancy purposefully here) dedicated to educating women and preparing them for leadership roles in society.

We do this! I feel we do it well. Our problems, however, do not reflect this. Now is the time to focus, to formulate an image consonant with our goals and abilities. This is the first step in attracting the breed of women we want--women who, I feel, should be sensitive to the women's struggle, academically able, and career oriented.

I feel also that whatever "image" we agree upon, we must package ourselves and market that image. Our recruitment efforts must convey the message: This is who we want; this is what we offer; this is who we are for. In light of my orientation I am making the following recommendations:

#### I. FOCUS

1. Connect our liberal arts foundation and our women's studies to career education goals.
2. Link each department's value to career preparation.
3. Expound upon the career orientation of the programs now offered.

#### II. ADVERTISING THE PACKAGE

1. Separate our advertising from that of the School of New Resources and the Graduate School.
2. Advertise per department; use faculty in advertisement, stressing their qualifications and accomplishments. Personalize our approach as is applicable to the size and strength of our college.

#### III. ENHANCEMENTS

1. Provide scholarships for women's studies.
2. Ask alumnae to support more "special" scholarships.
3. Provide extensive alternative social situations, away from the lure of North Avenue.
4. Use the resources of New York City and our surrounding area in ways which complement, support, and enrich academic and social experience.

#### IV. IN EXIGENCY

1. Inspire and help faculty to write grants which can support their salaries.
2. Continue to use faculty as the valuable resources they are.

#### V. FOR A HEALTHY FUTURE

1. Expand the areas of career preparation where we have the greatest resources at this time while developing the others.

I am convinced that what we offer is valuable and that we have the resources and the credibility to survive.

Sonya Abbye



## Faculty Forum, September 20, 1984

The opening question dealt with the kinds of students who should be coming to CNR, but the crucial issue of the discussion soon proved to be the image of the School of Arts and Sciences: What is our current image? What should it be? How can we promote this image?

The group raised a number of problems with our current image, including low visibility, confusion with the School of New Resources and Graduate School, a reputation which does not match the quality of education we offer, and advertising which is at best irrelevant to our mission (the image of a tower and clouds in a recent ad suggests the fostering of a "Cinderella--or perhaps Rapunzel?--complex" rather than a serious effort to educate young women).

On the other hand, SAS has many strengths that should be a part of our image. We are a single-sex college with a deep commitment to the education of women and support for development of their leadership potential; we offer an education of high quality marked by excellence in teaching, personal attention, and an atmosphere of caring; we integrate career preparation with the liberal arts, offering a strong foundation on which to build not only a job but also a life; we have a deep and viable Catholic heritage.

There were many suggestions offered for building an image which incorporates these strengths. We should reach out to the population concerned with women's issues, using research on the benefits of single-sex higher education for young women both in our advertising and recruitment and in our educational process. We need to identify our academic strengths and define more clearly what these mean to incoming students; for example, as the basis for a subsequent discussion, all faculty could be asked to write down the three greatest strengths of the School. We should not be complacent about the quality of education here, but must look at the reality of the students who are here now, tap into research on developmental education, and do the best we can to help them develop their full potential; this could become the basis for building a new reputation for excellence. In our advertising and at important functions such as commencement, we must differentiate the various educational paths that the College offers, clearly identifying the uniqueness of our School. We should highlight the achievements and scholarship of our faculty to attract students, emphasizing also our distinguished alumnae, including the variety and scope of their careers. Our advertising and recruitment ought to demonstrate the value of a liberal arts education for career preparation; this should also be more clearly integrated into our ongoing educational process. It is crucial that we establish a harmony between living and learning at CNR; we must work more closely with Student Services to ensure that dorm arrangements, social functions and such truly support the academic mission of the School (e.g., why are students still placed in triples with only two desks? what about designating quiet corridors for those who wish to study in the dorms?). Finally, we must improve our image among high school guidance counselors, possibly by inviting them to campus; we might try to locate and contact alumnae teaching in local and metropolitan schools in order to engage their help as well.

Reported by Barbara McManus





### EXCERPTA

The following two booklets about Alverno College were mentioned at the first meeting of the Academic Advisory Committee, which wishes to share some excerpts with all members of SAS; anyone interested in learning more about the program should consult Marilyn Massey, Gail Cashen, or Marge Holland.

"Valuing at Alverno: The Valuing Process in Liberal Education."

"Introduction: Alverno College is a Catholic liberal arts college for women, with major professional programs in nursing, management, music and education. Just over half of our 1,400 students come from the immediate metropolitan Milwaukee area, and nearly all the rest from elsewhere in Wisconsin. Our mission includes a commitment to serve women from the working-class neighborhoods where we are located, and 75% of our students receive financial aid."

"In the last ten years, we have found ourselves involved in what amounts to a fundamental reshaping of undergraduate liberal education. Looking seriously at the lifelong abilities that should characterize a college graduate, we have redefined liberal education in terms of a set of eight complex, interacting competence areas and have identified a sequence of six pedagogical levels for each. Every course in every discipline, both academic and professional, has been rethought in these terms. We have designed or modified learning experiences in each course to elicit and develop the student's abilities in these competence areas."

"We have also become committed to a college-wide system of assessment, in which each student is repeatedly called upon to demonstrate the abilities she is developing. About 75% of the time, these assessments occur in class (or in off-campus learning settings) with the course content integrated into them. The other 25% of the assessments occur outside any course, in the Assessment Center, and are specifically designed to challenge the student to transfer her abilities from the settings in which she has learned them."

"In addition, we have come to see 'curriculum' in a much wider frame--to deal with the whole campus as a learning environment. On the one hand we are beginning to identify opportunities for student learning and development in the 'informal curriculum' from the residence halls and student government to participation in professional organizations and the countless work-study opportunities the institution affords. On the other hand we have had to look to ourselves, from our classroom techniques to the way we make faculty



decisions and communicate with the student in our service offices, to make sure we are modeling the abilities we ask students to develop."

"Valuing as an Outcome: We teach valuing at Alverno College. How the student values has been an explicit and central focus of our curriculum--and eliciting and developing it has posed a challenge to our best efforts as educators--for the better part of ten years now. In every department and discipline, in on-campus and off-campus settings, we work to help the student develop her ability to discern and analyze values, to think through informed value decisions and to carry them into action."

"We are attempting to meet this challenge because we have come to recognize valuing as an intrinsic and universal human activity. Situations demanding moral and ethical decisions, aesthetic and practical responses, confront each of us daily. How we value involves every area of our lives. Our valuing affects and is affected by that of our colleagues, fellow citizens, neighbors, friends and family, as well as the value patterns of whole institutions and cultures."

"Assessment at Alverno College."

"How We Define and Why We Do Assessment: 'To assess.' This term, which at its simplest means to observe and to judge something, is one of the most visible results of what has been called a 'Copernican revolution' in education."

"Today, most American educators would probably agree that the learner--not the teacher--is at the center of the educational universe. In the last few decades, however, growing numbers of educators have seriously set about translating the modern consensus into action. In varying ways, they have undertaken the task of helping learners learn certain processes--how to seek out, integrate and use knowledge--rather than simply passing along the body of knowledge itself."

"Education, so understood, can never be adequately evaluated by traditional testing. Narrow, one-dimensional probes into a student's mines of stored information do not begin to get at how she learns or what she can do. Grades and curves, which sort students into groups for administrative handling, say nothing about how each one is using her talents or growing toward her potential."

"This new view of learning demands a broader yet more personal view of each learner's progress. Hence, assessment: a multidimensional attempt to observe and judge the individual learner in action."

Submitted by Marge Holland

Alice H. Reich, "Why I Teach," The Chronicle of Higher Education.

"I recently had the opportunity to think about why I teach, and I took the time to articulate the good things about teaching, to sharpen a vision toward which I can move. I am aware of the aspects of the profession that threaten to shrink the soul, such as the insufficient resources of every kind going all too frequently to the wrong places.



And I do upon occasion despair about the meaning of what I do. But I keep teaching, because it is, for me, the practice of what it means to be human, to have a voice that names the world in relation to one's own experiences."

"When I began teaching, I knew what some of my goals were, but I had very few ideas about how to achieve them. I wanted to make students active rather than passive members of their culture. I wanted them to see that to be human is to be a creator as well as a creature of the world. . . . But how does one teach that? You cannot give people power; you cannot make people responsible. The grammar of such constructions reveals the politics behind them. 'I will teach students' is a statement of my power over them, of my being the active subject and their being the passive objects. In that situation, the main things they can learn are irresponsibility and powerlessness."

"The ideal of reciprocity and freedom from compulsion is not fully attainable, of course, but it provides a useful measure. And insofar as I have attained that ideal in teaching, it has been due to students. . . . Love of my material and the support of my friends and colleagues are vital, but without hearing the voices of students, I could not continue to teach. What keeps me at it is not the exceptional student--one, in my definition, who shares and is able to articulate and act upon my vision of the world--but the possibility that every student will find a voice, a way of being in the world that changes it."

"I have learned the most about teaching from my students. . . . That is not to deny the difference in our status. I am the teacher and they are the students; we do not gain much, and we may create considerable confusion, by denying that ours is an unequal relationship. But in humane unequal relationships, such as those between parent and child and, one would hope, teacher and student, the goal is to work toward eliminating the inequality."

"I have learned to live with contradictions and to embrace them as sources of new understanding. For some time I thought there was a conflict between caring for the methods of teaching and attending to content. It seemed to me that people who were concerned with how to reach students necessarily worked on that at the expense of what was supposed to reach them. I felt that one could not get through a semester's worth of material if one paid too much attention to whether the students understood it."

"Now, although I am still concerned with content, I also see that if students don't understand it, I am getting through the material only for my benefit. I have come to see the relationship between teaching methods and course content as one of creative tension. In working through that tension, teaching is an art, sharing with other arts the equal emphasis on message and medium, subordinating neither to the other. It is not a question of finding a way to package the material--what I know about anthropology is worthless in teaching unless students make some of it their own. And that can't happen by their 'buying' a package."

"As a teacher I hope to convey to students the joys of critical thinking, a way of being in the world that may not give much comfort but one that makes life interesting. I hope to show them that caring



passionately for ideas has to make room for the possibility of being wrong. I want them to know that I am critical not because I think life is not worth living but because I think it is worth living better than most of us are now doing."

Submitted by Ann Raia

Rebecca S. Barna, "Editorial: The Age of Enlightenment," Datamation (September 1, 1984), p. 23.



"Lorenzo de' Medici never saw a computer, but he had a lot in common with today's dp manager. The ruler of Florence in the mid-fifteenth century, de' Medici was a true Renaissance man: politician, banker, writer, poet, and patron of the arts."

"Interestingly enough, that's just the kind of person now considered the ideal programmer, analyst, project leader, or dp manager. According to MIS executives surveyed by Andrew Friedman of the University of Bristol in England and Joan Greenbaum of LaGuardia Community College in New York, executives running the largest domestic commercial dp centers show a distinct

preference for a well-rounded information processing professional over a narrowly focused computer jock."

"As Friedman and Greenbaum note in 'Wanted: Renaissance People,' a feature article in this issue, 'While a computer science degree is still a big favorite in corporate personnel departments, many managers said that, if given their own choice, they would seek out liberal arts graduates and people interested in problem solving. Two to one, managers prefer degrees in subjects other than computer science.'"

"We increasingly hear the same refrain. Over the past few years, dp managers have bewailed the limited horizons and interests of their computer science types; they want their charges to have a broader view of the world. Many MIS execs who have taken the plunge into pursuing job applicants with noncomputer backgrounds say the newcomers to dp make far better employees. Some even go so far as to claim these dp neophytes have more loyalty to the parent organization; they certainly have less interest in writing code for code's sake."

"Take the case of a West Coast dp manager for a major retail chain, who prefers to employ political science grads, artists, actors and actresses, and other liberal arts types over the die-hard dp breed. 'We're in the rag business. We don't need a guy who wants to reinvent MVS. The number one question I ask job applicants is: "Do you play a musical instrument, or do you have such an interest?" I've found that a proficiency in music has the highest correlative with excellence in programming--both require a person to be creative within a structure.'"

"Admitting nonbelievers into the computer priesthood may strike traditional dp managers as heresy, but it appears to be part of an



epochal change in the information processing function. The accessibility to computer power that is now available--thanks to the microcomputer--gives these Renaissance people the opportunity to open up the dp department. . . . As data processing applications become more manageable by the masses, the data processing function requires more good managers--whatever their backgrounds and interests may be."

Submitted by Chuck Wainman



LINGUA

Since religion is very much in the news lately, this issue of Lingua takes a look at the language of the Bible--or rather of Not the Bible: Containing the Good Ol' Testament and the Neo-Testament, Translated Out of the Original English, Condensed, Edited, Improved Upon and Authorized by the Reverend Oral McJorrity, D.D., with the assistance of Dr. Anthony Hendra and Professor Sean Kelly of the Not the Bible Institute, Oral State University, U.S.A. (New York: Ballantine Books, 1983).

## Chapter 1 In the beginning God created Dates.

2 And the date was Monday, July 4, 4004 B.C.

3 And God said, Let there be light; and there was light. And when there was Light, God saw the Date, that it was Monday, and he got down to work; for verily, he had a Big Job to do.

4 And God made pottery shards and Silurian mollusks and pre-Cambrian limestone strata; and flints and Jurassic Mastodon tusks and Picanthropus erectus skulls and Cretaceous placentals made he; and those cave paintings at Lascaux. And that was that, for the first Work Day.

5 And God saw that he had made many wondrous things, but that he had not wherein to put it all. And God said, Let the heavens be divided from the earth; and let us bury all of these Things which we have made in the earth; but not too deep.

6 And God buried all the Things which he had made, and that was  
that.

7 And the morning and the evening and the overtime were Tuesday.

8 And God said, Let there be water; and let the dry land appear;  
and that was that.

9 And God called the dry land Real Estate; and the water called he the Sea. And in the land and beneath it put he crude oil, grades one through six; and natural gas put he thereunder, and prehistoric carboniferous forests yielding anthracite and other ligneous matter; and all these called he Resources; and he made them abundant.

10 And likewise all that was in the Sea, even unto two hundred miles from dry land, called he resources; all that was therein, like manganese nodules, for instance.



11 And the morning unto the evening had been an long day, which he called Wednesday.

12 And God said, Let the earth bring forth abundantly every moving creature I can think of, with or without backbones, with or without wings or feet, or fins or claws, vestigial limbs and all, right now; and let each one be of a separate species. For lo, I can make whatsoever I like, whensoever I like.

13 And the earth brought forth abundantly all creatures, great and small, with and without backbones, with and without wings and feet and fins and claws, vestigial limbs and all, from bugs to brontosauruses.

14 But God blessed them all, saying, Be fruitful and multiply and Evolve Not.

15 And God looked upon the species he had made, and saw that the earth was exceeding crowded, and he said unto them, Let each species compete for what it needeth; for Healthy Competition is My Law. And the species competeth amongst themselves, the cattle and the creeping things, the dogs and the dinosaurs; and some madeth it and some didn't; and the dogs ate the dinosaurs and God was pleased.

16 And God took the bones from the dinosaurs, and caused them to appear mighty old; and cast he them about the land and the sea. And he took every tiny creature that had not madeth it, and caused them to become fossils; and cast he them about likewise.

17 And just to put matters beyond the valley of the shadow of a doubt God created carbon dating. And this is the origin of species.

18 And in the Evening of the day which was Thursday, God saw that he had put in another good day's work.

19 And God said, Let us make man in our image, after our likeness, which is tall and well-formed and pale of hue: and let us also make monkeys, which resembleth us not in any wise, but are short and ill-formed and hairy. And God added, Let man have dominion over the monkeys and the fowl of the air and every species, endangered or otherwise.

20 So God created Man in His own image; tall and well-formed and pale of hue created He him, and nothing at all like the monkeys.

21 And God said, Behold I have given you every herb bearing seed, which is upon the face of the earth. But ye shalt not smoketh it, lest it giveth you ideas.

22 And to every beast of the earth and every fowl of the air I have given also every green herb, and to them it shall be for meat. But they shall be for you. And the Lord God your Host suggesteth that the flesh of cattle goeth well with that of the fin and the claw; thus shall Surf be wedded unto Turf.

23 And God saw everything he had made, and he saw that it was very good; and God said, It just goes to show Me what the private sector can accomplish. With a lot of fool regulations this could have taken billions of years.

24 And on the evening of the fifth day, which had been the roughest day yet, God said, Thank me its Friday. And God made the weekend.



From The Chronicle of Higher Education: "The following notice appeared in the biweekly grants newsletter at the College of St. Catherine: 'WANTED--PROSPECT RESEARCHER--The Development Office seeks students to perform necessary expansion of the department files on potential donors to the College. . . . The department (with the concurrence of the Academic Dead) believes this position would qualify for academic credit.' If they didn't concur, they'd haunt you?"

The following prayer seems appropriate for a collegial situation; the title, "A Seventeenth-Century Nun's Prayer," is traditional and the source is unknown.

Lord, Thou knowest better than I know myself that I am growing older and will some day be old. Keep me from the fatal habit of thinking I must say something on every subject and on every occasion. Release me from craving to straighten out everybody's affairs. Make me thoughtful but not moody; helpful but not bossy. With my vast store of wisdom, it seems a pity not to use it all, but Thou knowest Lord that I want a few friends at the end.

Keep my mind free from the recital of endless details; give me wings to get to the point. Seal my lips on my aches and pains. They are increasing, and love of rehearsing them is becoming sweeter as the years go by. I dare not ask for grace enough to enjoy the tales of others' pains, but help me to endure them with patience.

I dare not ask for improved memory, but for a growing humility and a lessing [sic] cocksureness when my memory seems to clash with the memories of others. Teach me the glorious lesson that occasionally I may be mistaken.

Keep me reasonably sweet; I do not want to be a Saint--some of them are so hard to live with--but a sour old person is one of the crowning works of the devil. Give me the ability to see good things in unexpected people. And, give me, O Lord, the grace to tell them so.

AMEN



The deadline for the next issue of Colloquia is Friday, November 9.